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ABSTRACT

An outline is presented of long-term planning for the improvement of the College of Education at Illinois State University. Focus will be on instruction, research, and service. While a large percentage of effort will be allocated to instruction, a significant portion of personnel resources will be devoted to applied research and direct service to the education community beyond the university. Initial preparation programs will be research based and field oriented. General education, specialty studies, and the professional education components of the program will reflect the standards of learned societies and professional associations as well as the experience of master educators. Students will be expected to study liberally in disciplines which support their professional goals. An elementary school and a high school will serve as laboratories for the development of improved teaching and learning, and will constitute primary sites for efforts to test and apply knowledge about teaching and learning and to disseminate results. The transition from preservice student to teacher will be supported through induction programs. (JD)

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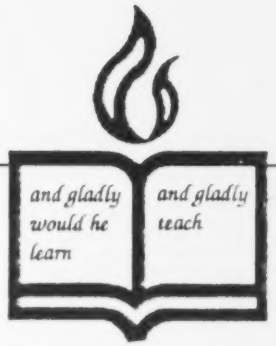
The College of Education



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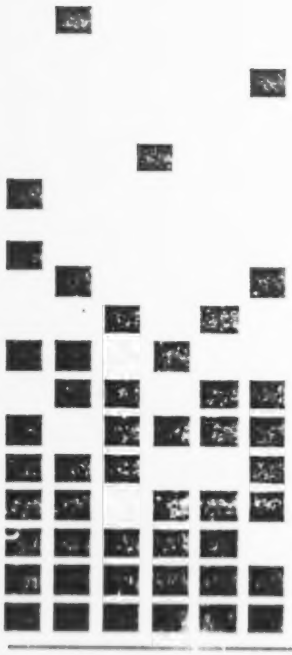

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Strategic Planning Document

May 1, 1989

Illinois State University
College of Education
Office of the Dean

May 1, 1989

Dear Reader:

In the Year 2007, Illinois State University will celebrate one hundred fifty years of service. In that same year, children born during 1989 will reach eighteen years of age and, hopefully, graduate from high school. The College of Education at Illinois State University has a special interest in both events.

The College accepts major responsibility for continuing the University's rich tradition in teacher education. As ISU has grown to become a multi-purpose university our programs have also grown and become more diverse. Today we offer programs which prepare teachers, administrators, counselors, and other support personnel for careers in professional education. Our graduates, which include one out of every seven teachers in Illinois, serve in leadership roles in institutions, agencies and organizations around the world.

As we approach our sesquicentennial, we hold clearly before us the prospects of the children born this year and our vision of the world in which they will reach maturity. Our goal is to help shape the education which prepares them to be successful persons and responsible members of society. Our commitment is to expend our professional energies to achieve that goal.

The plan that follows sets a direction which we intend to follow. As a friend of the College of Education and one who shares our interest in the future of education, you are invited to share and to help us achieve our vision.

Sincerely,

Tom Ryan

Thomas P. Ryan
Dean

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College of Education

Strategic Planning Document

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-- The College of Education @ 2007 ---
--- A Sesquicentennial Vision ---

In the Year 2007, the College of Education at Illinois State University will exist as one of the premier colleges of education in the nation. Firmly established in the academy and allied directly with practitioners in the field, the College will be a model for professional schools in the twenty-first century.

Schools, institutions of higher education, and social service agencies will look to the College for leadership in the initial preparation of and continued development of professional personnel and the design of settings in which they work. While its graduates will serve primarily in the schools of Illinois, many will fill leadership positions in other states and other nations.

Faculty effort in the College will be divided according to the traditional mission of the University: instruction, research, and service. However, the allocation of both personnel resources and operational support will be markedly different. Teaching will continue to be the focus of our enterprise. Instructional activity will, however, occupy only fifty percent of faculty energy. Twenty-five percent of our resources will be devoted to applied research. Fifteen percent will be allocated to direct service to the education community beyond the university. Ten percent of the College's resources will be allocated to administrative support for these missions.

Initial preparation programs will be research based and field oriented with outcomes related directly to the expectations held by schools, associations, and agencies for entry level professional educators. General education, specialty studies, and the professional education components of the program will reflect the standards of learned societies and professional associations as well as the experience of master educators. Students will be expected to master a body of professional knowledge defining preferred practice. Similarly they will be expected to study liberally in disciplines which support their professional goals.

Metcalf Elementary School and University High School will serve as laboratories for the development of improved teaching and learning for the future. As Laboratories for Improved Practice, they will constitute the primary sites for efforts to test and apply knowledge about teaching and learning and to disseminate results. The schools will also be sites for the preparation and continued development of teachers, administrators, and support personnel.

The transition from undergraduate to practitioner will be a seamless web in which the neophyte's entry to the world of practice will be supported through induction programs which expand the individual's knowledge of both content and pedagogy designed collaboratively by employers and the College.

Post-baccalaureate programs will occupy a greater percentage of instructional effort as the college collaborates directly with administrators, teachers and support staff in individual school districts and consortia of districts to design and deliver site-based school improvement and staff development programs. While graduate effort will continue to focus on degree and certificate programs, an increasing number of programs will not generate graduate credit. Rather, they will be acknowledged through professional development or continuing education credits.

Specialty programs in the College will have been rethought to reflect the changed roles of administrators, counselors, curriculum specialists, and support personnel in the schools of the future. These programs will emphasize the integration of professional knowledge.

The College will establish positions on issues regarding race, class, and gender and serve as an advocate for equity and opportunity in the political and social arenas and within the education community. In keeping with its commitment to equity and opportunity, the College will strive to assemble a student body which fairly represents our society's diversity of race, gender, class and disability.

To reach this vision, the faculty of the College will become more integrated. Joint appointments and faculty development activities will bridge the gaps between degree and certification programs and between the program departments and the laboratory schools. New faculty will be expected to function effectively in both the academy and the world of practice. Research and development in the College will be future oriented while teaching and service will be securely based in the best practice of the day.

The fiscal base of the College will become more diversified as general revenue allocations are supplemented by expanded external support. Funding from traditional sources, such as governmental agencies, will be augmented by grants from private philanthropic organizations and alumni contributions. Additional revenues will be generated through fees for professional services.

This vision is reachable and worth reaching. The plan that follows provides a road map to guide our journey.

College of Education

Strategic Planning

External Assumptions

Effective strategic planning requires continuous assessment of the external environment in which we operate. As members of the academy, we must be alert to emerging trends in the several research literatures which inform the preparation of professional educators and influence the organizations in which they practice. As faculty of a professional school, we must be aware of emerging practice and of the craft lore of the practitioner. Scanning the environment, we gather information which constitutes the database which informs our planning assumptions.

Since April, 1983, national attention has been focused on the state of education at all levels in the United States. And while each of several dozen reports analyzing the situation has presented a different perspective, they have all addressed common themes. Those themes form the outline for our assumptions about the external environment.

1. Demographic indicators suggest that the traditional school-age population will change dramatically during the '90s. Variations in experience, family structure, primary language, culture, and perceptions of the schooling process are a few of the dimensions of change which can be expected. The fact that minority students will constitute approximately 40% of the school-age population may be the most significant of the anticipated demographic changes. These students will be taught by a predominantly white middle class workforce which is rapidly aging and whose members are retiring in increasing numbers creating a continuing demand for new teachers.

2. Social indicators suggest that needs of poor and working mothers will be addressed through increased programming for children, particularly those deemed at risk, beginning at birth. At the same time, demands of an aging population for life-long learning will grow. Stress produced by living in a rapidly changing society will call for increased social services.

3. Economic indicators suggest that business, industry, and the professions will emphasize information processing and problem solving as essential to personal and organizational effectiveness. Employers will require increased levels of education at entry and continued personal development as a prerequisite to advancement.

4. Research findings from a range of disciplines suggest that the knowledge base which informs education practice will contribute to substantial improvement in the design and delivery of learning experiences, as well as more effective support services for and administration of the education enterprise.

5. Education policy development at local, state, and national levels suggests that schooling will continue to be a central issue affected by efforts to achieve social equity, personal excellence, and international economic competitive advantage. Policy shifts may be expected to revise the basis upon which education is financed, the way schools and school programs are organized and managed, and the degree to which parents may choose the school their child attends.

College of Education

Strategic Planning

Internal Assumptions

The College of Education Strategic Planning Document has been developed with critical awareness of the factors likely to influence education in Illinois and the United States during the coming decade. Our planning is likewise influenced by developments within Illinois State University outside the College of Education. We anticipate that the University will continue to seek excellence by maintaining historic strengths while judiciously pursuing new opportunities to educate new generations of citizens, to extend the boundaries of knowledge, and to serve in the improvement of the human condition.

1. Illinois State University will continue to honor its rich tradition as a highly selective undergraduate institution and one of the premier teacher training institutions in the country by supporting the programs of its College of Education.

2. Illinois State University will selectively develop and support quality graduate programs including those offered through the College of Education which establish ISU as a Carnegie I Graduate Institution.

3. Illinois State University will recruit and retain faculty who maintain its illustrious teaching record while adding to its reputation for scholarship and service.

4. Illinois State University will implement an advancement program which will greatly expand income from individual, corporate, and philanthropic gifts.

5. Illinois State University will encourage faculty research and scholarly activity while shifting primary support for such activities from general revenue funds to grants and contracts.

6. Illinois State University will implement plans to address critical facilities problems in the context of a campus master plan.

7. Illinois State University will continue its commitment to the recognition and nurturance of human potential and to a fully integrated society through the recruitment, retention, graduation, and placement of minority and handicapped students.

8. Illinois State University, through its Urban Initiative Program, will collaborate with institutions, organizations, and agencies to mobilize the resources of the University in the search for solutions to educational, social, economic, and political problems which influence the lives of all citizens.

9. Illinois State University will maintain its international commitment through activities which support and strengthen on-campus programs and extend the benefits of those programs to the world community.

College of Education

Mission, Goals, & Themes

May 1, 1989

Strategic Mission

The College of Education, operating as a major academic unit of Illinois State University, contributes to the accomplishment of the University's teaching, research, and service mission. Within the context of the University, the College seeks to fulfill its own strategic mission.

The strategic mission of the College of Education is to influence expectations, attitudes, standards, and policies which affect education at all levels. The College contributes directly to the improvement of educational experiences available to citizens throughout Illinois, nationally, and internationally through an active involvement in social, economic, political and professional issues.

The initial preparation and continuing professional development of educators is the core of this mission. Degree and certificate programs offered throughout the year at both undergraduate and graduate levels constitute the primary mechanisms through which the mission is fulfilled.

In support of its teaching mission, faculty in the College engage in research which tests and extends the knowledge base which undergirds degree and certificate programs and contributes to the solution of contemporary education problems.

As a professional school, the College accepts responsibility for relating directly to practitioners in the field as well as to the educational and social service institutions, associations, and agencies in which they work. The College fulfills this responsibility by providing service and engaging in collaborative activities which improve the experiences and services available to students or clients at all levels.

The College conducts research, offers academic programs, and provides service through three departments: Specialized Educational Development, Educational Administration and Foundations, and Curriculum and Instruction. Two research and service units, the Center for the Study of Educational Finance and the Center for Higher Education, support and extend program endeavors. The College exercises administrative responsibility for two university-wide units--the Laboratory Schools and the Office of Clinical Experiences and Certification Processes.

College Goals

College of Education long-term goals are derived from its strategic mission. These goals serve as descriptors of the ideal we seek. The College of Education, operating on a twelve-month basis, seeks to achieve the following goals:

1. to help shape public policy on issues which affect access, equity, and excellence in education.

2. to provide undergraduate and initial preparation programs of the highest quality to students who will become teachers, administrators, and support personnel in

schools, colleges, and universities and staff members in educational or social service associations and agencies.

3. to provide advanced training through masters degree programs, certificates of advanced study, and doctoral degree programs which build upon initial preparation in the profession to prepare those who provide leadership in education as administrators and teachers of teachers and enhance Illinois State University's position of recognized excellence as a Carnegie I Graduate institution.

4. to establish the Laboratory Schools as experimental centers for the development, implementation, evaluation, and dissemination of exemplary professional practice, as well as sites for the training of teachers and teacher educators.

5. to teach in a manner that reflects a strong philosophical orientation, a comprehensive understanding of the knowledge base which informs our profession, and a commitment to the students we serve.

6. to demonstrate excellence in research and scholarship at state, regional, and national levels, emphasizing applied theory in the search for solutions to contemporary problems.

7. to serve education and the broader community by year-round collaboration with schools, colleges, associations, and agencies throughout Illinois, nationally, and internationally in ways which support and extend the goals of superior teaching and leadership and excellence in scholarship.

The College Strategic Theme

Influencing Schooling

The faculty and staff of the College of Education expect the Dean, in consultation with the faculty, to set a course for the future. In keeping with that expectation for leadership, **"Influencing Schooling"** has been selected as the strategic theme which will guide the College toward its one hundred fiftieth anniversary. Informed judgments regarding potential impact on schools and the schooling process will shape resource allocation in support of teaching, research, and service efforts and constitute a major assessment criterion for personnel and program evaluation within the College.

"Influencing Schooling" has been selected as a result of an assessment of contemporary education practice and emergent policy directions which supports the conviction that: (1) the school reform movement is real and that it will persist, (2) a college of education, functioning as a professional school, can provide resources which are and will be recognized as critical to the design of effective schooling for the twenty-first century, and (3) colleges of education must act decisively to recapture their former position of influence in schooling. Failure to act will greatly reduce the role of colleges of education in the future.

The probability of substantive change in schooling has been significantly enhanced by the convergence of the interests of leaders in government, business, and education. Individuals and organizations as diverse as the President of the United States, the National Governors' Association, the Presidents of Stanford and other major research universities, the President of the Carnegie Fund for the Advancement of Teaching, the Presidents of the American Federation of Teachers and the National Edu-

cation Association, and the Chief Executive Officers of major U.S. corporations such as Xerox and Chrysler, have raised their voices in a call for the reform of education.

By the same token, the failures of colleges of education to maintain credibility in the field must be acknowledged. Colleges must turn their attention from failed attempts to emulate other colleges within the academy and direct their attention to their natural constituency, practitioners in the field, and to their appropriate professional milieu, schools. Colleges must accept their role as professional schools in which the measure of achievement is the contribution to practice. This does not imply a retreat from the academy or from the expectation of active scholarship. On the contrary, those expectations are maintained and extended to include higher standards of professional practice. Bold actions such as these call forth focused energy and heightened scholarly activity.

The College of Education of Illinois State University enjoys a distinct comparative advantage in its potential to influence the direction of school reform. The College is privileged to exist in a multi-purpose university which has chosen to maintain its traditions in teacher education while developing excellence in new fields of study. Teacher education remains a campus-wide enterprise in which virtually every academic department plays a part. College programs and the graduates who emerge from them are viewed positively by practicing educators. In fact, one of every seven teachers in Illinois was prepared at ISU. In the past twenty-three years, the College has produced three hundred eighty-nine doctoral graduates who have assumed leadership positions in a wide variety of institutions and agencies across the state and nation. The resulting reservoir of good will provides entree to schools and to the policy arena.

The effect of College involvement in restructuring schools will depend directly upon our commitment to the enterprise, our willingness to participate with practitioners as equal partners in collaborative efforts to find solutions to contemporary school problems, our ability to integrate research into practice, and the support which Illinois State University provides for this enterprise. Members of the College faculty have been challenged to acknowledge the rapidly changing education environment, to accept **"Influencing Schooling"** as the theme for college action, and to direct their professional energies to help shape education for the Year 2007.

College Operational Themes

The Strategic Theme establishes a direction for the College. Operations Plans prepared annually by each of the administrative units within the College, beginning in the '89-'90 academic year, will describe actions through which the faculty and staff of the College of Education will focus their energies. Operational themes serve as organizers of those annual plans. Six operational themes have been identified and are described in this section of the College plan.

Operational Theme #1

The College of Education – A Professional School

In the Year 2007, the College of Education of Illinois State University will be recognized nationally as a model Professional School. To achieve that end, the College must establish the fact that its primary focus is professional practice and the problems of practitioners throughout Illinois, the United States, and the international education community. Scholarship and teaching in the College must test our understanding of

teaching and learning in applied field settings and extend the impact of that knowledge to the world of practice and policy development. The College must serve actively as an advocate for improved practice.

Basic and advanced programs and services must be founded in the best available research-based knowledge integrated with what has been learned from exemplary practice. Further, decisions regarding program content, format, location, and method of delivery must reflect our understanding of the needs of the target audience. Blending the knowledge base and sensing the needs of practitioners will require frequent and systematic on-campus and site-based interaction between College faculty and our practitioner colleagues.

The composition of the College faculty may be expected to change dramatically during the next decade as current faculty reach retirement. A significant number of individuals have indicated their intention to retire within the next five years. Faculty members will be recruited, appointed, assigned, evaluated, and rewarded in light of College themes. Administrative units and program areas will allocate faculty resources and support services according to their specific organizational responsibilities. However, within the context of differentiated staffing, faculty will be linked through a set of common expectations (set out in revised faculty status guidelines) which define a standard of practice within the College

In keeping with the goal of linking the College directly to the world of practice, future staffing plans will include adjunct faculty positions filled by master practitioners invited to join the faculty for a fixed period of time. These Professional Teaching Associates will teach in initial preparation programs for teachers, administrators, and support personnel, supervise clinical experiences, and provide staff development services to colleagues in the field. Upon the completion of their appointment, they will return to their home schools as resources for their colleagues and continuing participants in the teacher preparation program.

The College will support faculty efforts through assignments and expectations for performance which reflect the standards of the profession. Systematic approaches designed to expand current professional knowledge and skills and support performance will be available to all faculty. Planned approaches include expanded College support for applied field research, a College Colloquium series in which contemporary issues are explored, a Visiting Scholar, a Scholar in Residence program, and a targeted visitation program which will provide opportunities for individuals to visit schools and colleges in which promising practices may be observed.

Expectations held for students in both basic and advanced programs will reflect standards of scholarship and commitment commensurate with the demands of a rapidly changing knowledge base and restructured education environments. Students within the College will be encouraged to accept the role of professional educator through participation in appropriate activities within their curriculum and membership in organizations which promote professionalism.

In order to maintain standards of faculty productivity and student performance, the College will establish and strictly monitor an enrollment management plan which matches admissions and enrollments to available faculty resources.

Operational Theme #2

Metcalf Elementary School and University High School Laboratories for Improved Practice

The Laboratory Schools have been an integral part of Illinois State University and the College of Education since 1857. They constitute visible and effective evidence of our continuing commitment to contribute directly to the improvement of professional practice in education. In recent years, emphasis within the Laboratory Schools has been focused upon developing schools which are models of best contemporary practice. These efforts have borne fruit, and the Laboratory Schools today are recognized as exemplary schools.

However, to fulfill their charter as laboratories in which teachers and students explore ways in which to improve education, the Laboratory Schools must change. Lab school programs must be places where first-rate professional educators systematically contemplate the application of new knowledge to existing or emergent problems, design and demonstrate new solutions, evaluate the effects of those solutions, disseminate the results widely among practitioner colleagues, and repeat the cycle. Although our emphasis will shift from modeling what is currently viewed as best to testing what might be better, the education received by students enrolled in the Lab Schools will remain exemplary.

The process has begun through the School of the Year 2007 project in which parents, teachers, and administrators from Metcalf and U-High, joined by representatives of the remaining administrative units within the College, are projecting the expectations which will shape schools in the 21st Century. The first phase of the project will culminate in a concept paper describing the School of the Year 2007. That paper will provide the focal point for a conference on schools of the future which will mark the opening of the '89-'90 school year.

The '89-'90 and '90-'91 school years have been identified as the period during which implications of the concept paper for curriculum, staffing, organization, administration, and support services will be studied. The process is expected to yield a set of recommendations and an action agenda, elements of which will be implemented during the '91-'92 school year.

A critical part of the planning process involves a thorough examination of the financial base of the Laboratory Schools to clarify current projections and to insure future fiscal stability.

Operational Theme #3

Expanding the College of Education Resource Base

The ability of the College of Education to achieve its full potential as a model professional school is dependent upon stable levels of support within the University supplemented by expanding external support. The University has provided evidence of its commitment to the College and its programs by maintaining an equitable level of support in comparison with other academic units. There is evidence of a continued disposition to maintain those support levels. There is also evidence that resource allocations within the

University will be linked to achievement of mutually agreed upon College goals and objectives.

Implementation of systematic approaches to applied field research, faculty development, service delivery, and practitioner relationships requires an expanded base of fiscal support. Most projections indicate that state funding for education at all levels will remain approximately level during the immediate future. Therefore, program expansion will become increasingly dependent upon the expansion of external sources of support.

Historically, College of Education faculty members have been relatively successful in efforts to secure external grants and contracts. State and federal programs which support focused research and training activities have been the primary source of such support which has amounted to $3,633,620.00 during the past five years. Between July 1, 1988 and March 31, 1989 faculty in the College submitted nineteen grant proposals with a total value of $1,324,448.00. During that same period the College received sixteen awards in the amount of $660,731.00. This record of success provides a solid base for expansion. However, success with state and federal agencies must be augmented with grants and contracts from a more diverse array of individual and corporate sources.

The College is cognizant of University plans to improve its capacity to support both alumni services and advancement efforts. College planning will, therefore, be closely coordinated with the Vice-President for University Advancement. An individual will be identified who will be responsible for the operation of the plan and who will serve as liaison officer to the Office of University Advancement and the Office of Alumni and Parent Services. The focus of activity during the first phase of the development of a comprehensive College plan will be the specification of funding priorities and sources of potential support. A second activity will be the creation of a College of Education Alumni and Friends Association within the ISU Alumni Association.

Operational Theme #4

Quality in Applied Research & Scholarship

Quality research which tests and expands the knowledge base upon which the programs of the College of Education are based is an essential element of our strategic plan. Faculty within the College have conducted research on a wide range of topics. The results of their studies have been published in respected journals and presented to audiences at meetings of state, national, and international professional associations and learned societies. However, research efforts have not received adequate support or recognition within the College. As a result, the products of our research have not affected programs within the University or the process of schooling in the manner to which we would aspire.

The College will seek to expand the quality and quantity of research by establishing an expectation of systematic inquiry for all members of its faculty. Systematic inquiry connotes active scholarship ranging from continuous review of and familiarity with research literatures which inform our practice to applied field studies and theoretical explorations. Although theoretical research will continue to play and important part in the intellectual life of the College, emphasis in the future will be placed upon research which informs practice.

A Research Committee will be established within the College under the guidance of the Chief Research Officer. That committee will develop a research agenda which will influence, in large measure resource allocation in the future. It is anticipated that the research agenda will focus on contemporary problems and emphasize applied field studies carried out by College faculty members in collaboration with their practitioner colleagues.

To support the research agenda, the College will initiate the establishment of a Central Illinois Education Research and Development Collaborative. The Collaborative will enlist the participation of Education Service Centers, local school districts, and other education agencies in the region defined by the Bloomington, Chicagoland, Decatur, Joliet, Normal, Peoria, Rantoul, and Springfield urban areas. The Research Collaborative will serve as a catalyst for collaborative research and development projects in which University faculty and students join educators from one or more member schools to examine questions of mutual interest. The Collaborative will be a vital element in the University's emergent Urban Initiative.

More tangible support for research activity will come in the form of a comprehensive Research Awards Program. The anticipated program operated by the College Faculty Research Committee will solicit and review research proposals within the context of the research agenda. Committee recommendations will influence the allocation of reassigned time, support services, travel monies, etc. The Committee will also be expected to oversee College participation in programs such as the University Outstanding Researcher Award and the College Research Forum.

Support for these College research initiatives will come from two sources. First, current faculty lines assigned to support research within the College will be reviewed. A portion of those resources will be reallocated to establish a College research support pool. Second, the Chief Research Officer of the College will develop a plan to systematically increase external support through grants and contracts.

Operational Theme #5

Technology to Improve Teaching & Learning

Projections for the 21st Century emphasize the increasing pace of change in all aspects of life. Contemplating the effects of anticipated change, educators emphasize the development of critical-thinking, problem-solving skills, and the prerequisite ability to manipulate data rapidly as keys to personal success. Advances in technology offer many avenues to improve the design, delivery, and management of educational experiences as well as the assessment techniques available to determine the effects of those experiences. The College of Education intends to exert leadership in the application of technology to improve education.

Operating since 1984 within the framework of the University Microcomputing Plan, the College has moved to become computer intensive. During the past five years, faculty and student access to computing technology has been improved through the acquisition of 48 microcomputers installed in faculty offices and 50 more placed in laboratories. Additional computers have been purchased through individual administrative units using local funds. The College will continue to pursue this internal objective while adding the technology requisite to collaboration with colleagues in external settings.

Explorations in improved instruction will build upon the current use of five microcomputer laboratories to include the design and installation of several electronic classrooms, the expanded use of computer simulations, and interactive video to teach pedagogy and to facilitate distance learning. Computer simulations on campus and differing forms of interactive video linking the campus with field placement sites will be used to improve clinical experiences.

Research activity will be enhanced through electronic data-bases which will facilitate access to demographic profiles, program descriptions, and performance data for cohorts of students enrolled in the Laboratory Schools and in the schools of members of the Research and Development Collaborative. Similarly, participants in collaborative research projects located in different geographic areas will be able to communicate more effectively through technologically sophisticated computing and telecommunications networks.

Service to the field will be enhanced through the use of electronic mail and electronic bulletin boards linking student teaching and internship sites to their on-campus program faculty. These electronic links will also be used to provide support for new teachers and teachers assuming new roles whose geographic distribution makes difficult or precludes direct on-site support. Similar networks developed by the College are projected to serve school administrators and Science Resource Teachers in elementary schools throughout the state.

Management in the College will become a model of effective and more efficient use of technology for educators to observe. Direct linkage to the University mainframe coordinated with local networks within the College will enhance service to students from their first contact with the University through their entire academic and professional career. Program management will be made more effective by the use of computer technology to store catalog descriptions, syllabi, and schedules. Personnel records and fiscal records available for ready access will enable the College to respond more efficiently to inquiries from faculty and central administration.

The College will seek support for projects which examine and demonstrate the potential applications of technology in education by establishing partnerships with corporations, foundations, and education agencies. Similarly, faculty and students within the College will be encouraged to create new applications and to author courseware.

Operational Theme #6

Collaborating for School Improvement

The essence of a professional school may be found in its relationships with the world of practice. That relationship is based on shared interest in the improvement of schooling. The College of Education will aggressively pursue opportunities to affirm its role as a professional school through collaborative efforts to improve individual, group, or organizational efficacy, and to search for solutions to contemporary problems. Although collaborative efforts may take many forms, the College will seek to maximize its effect by focusing its resources in four models: Professional Development Schools, Site-Based Staff Development and School Improvement Plans, Induction Programs, and Applied Field Research.

Professional Development Schools are centers in which school teachers and administrators meet with college faculty to exchange ideas and to develop programs of mutual benefit. Currently, the College has established its presence in three urban areas through student teaching centers. Each of those centers might serve as a focal point for the development of a multi-faceted Professional Development School. The Peoria Teacher Education Center appears to present the most potential due to the interest of local school leaders.

Site-based staff development and school improvement plans developed by the staff of a single school district or building working jointly with representatives of the College constitute a second model of collaboration. Such plans designed to blend the needs of the organization with personal professional aspirations set out a two- or three-year schedule of activities ranging from targeted workshops and consultations to school visits and sixteen-week graduate courses. Participation may be recognized through local professional development credit, achievement certificates, or, where appropriate, academic credit.

Induction programs for personnel assuming new assignments or responsibilities provide opportunities for the College to join with local employers to design and deliver programs which help new or current employees assuming new roles prepare for those assignments. Induction programs contribute positively to employee morale as well as productivity and retention. While such programs may involve one employer, the current patterns of employment and assignment in education indicate that it may be more effective to create consortia which include all of the employers in a geographic region. Such an arrangement increases the resource pool available to support the participants while at the same time creating a critical mass of participants.

Applied field research presents practicing professionals and College faculty unique opportunities to blend individual talents in the search for answers to questions of mutual interest. Those inquiries to which one participant brings direct experience and the other knowledge of related research may produce a conceptual framework to test against experience with students or clients. The results may be expected to influence policy development and to further inform practice.

Collaboration between the College of Education and external institutions, agencies, and associations will be coordinated by the Director of Research and Field Services. The Director will receive requests for service and, in consultation with appropriate unit administrators, arrange for faculty participation in planning activities. Program delivery may be supported through contracts and grants or fees for services. The Director will call upon the College of Continuing Education and Public Service for assistance in facilitating University involvement in collaborative ventures.

Operations Plans

During the '89-'90 academic year each of the administrative units within the College of Education will develop a three year plan of operation which responds to the College Strategic Theme and Operational Themes. Unit plans will specify objectives for the year, persons responsible for those objectives, activities necessary, resources requested and assigned, time lines for project completion, and criteria to assess efforts. Those plans will be renewed annually in consultation with the Dean and will become an integral part of the College Operations Plans.

College of Education

Strategic Planning Document

Appendices

Appendix A - Program Initiatives 15
Appendix B - School of the Year 2007 (Summer '89)
Appendix C - Research Agenda (Fall '89)
Appendix D - Enrollment Management Plan (Revised) (Summer '89)
Appendix E - Staffing Plan (Summer '89)
Appendix F - Summer School Plan (Summer '89)
Appendix G - Facilities Plan (Summer '89)
Appendix H - Advancement Plan (Fall '89)

APPENDIX A – PROGRAM INITIATIVES

The College of Education Strategic Planning Document sets out one strategic theme supported by six operational themes. Those operational themes serve as organizers for three-year renewable Operations Plans which will emerge from each administrative unit within the College during the coming academic year. Operations Plans are expected to specify short-term goals and objectives as well as the activities requisite to their achievement. Those plans will also specify individuals or groups responsible for the projected activities and the resources allocated to support their work.

Examples of program initiatives which have been set in motion, those that are about to be implemented, and those currently under development are listed here in relation to the Operational Themes to provide a glimpse of the anticipated Operations Plans and to give the reader a more specific notion of the programmatic implications of the Strategic Plan.

Operational Theme #1
The College of Education – A Professional School

The College

1. Implement **The Knowledge-Base(s)**, a project to establish a College position regarding the body of knowledge which informs initial preparation and advanced programs in professional education.
2. Continue the **Minority Teacher Recruitment, Retention and Graduation** program in collaboration with public school districts to expand opportunities for and increase the numbers of minority students admitted to, retained in, and graduated from programs in the College.
3. Implement a **Talent Pool** program within the College to provide assistance to administrative units as they aggressively recruit and employ quality faculty members including significant numbers of minorities and women.
4. Design and implement an **Educator Induction** program for individuals accepting new assignments in elementary and secondary schools in collaboration with school districts in the Chicagoland area.
5. Design and implement **A Professional Development School** in collaboration with school districts in the Peoria urban area.
6. Continue participation in the campus-wide effort to establish a **Psycho-Educational Center**.
7. Assume a proactive stance in the development of **Education Policy** within Illinois.
8. Initiate a systematic **Faculty Development** program.

Curriculum & Instruction

1. Continue implementation of the **NSF supported Honors Project for Outstanding Science Teachers**.
2. Provide leadership to the **Illinois Geographic Society Alliance Network.**
3. Continue to develop the **Student Education Association, Student Elementary Education Board, Middle School Forum, Student Early Childhood Education Organization, and Black Education Students Together** as support systems and mechanisms to encourage professional attitudes and behavior.

4. Continue and expand the **School Associates** program in which faculty positions are filled by practitioners selected from local school districts to serve on term appointments in the teacher education program.

5. Develop **Showcase '90** as a summer program to support school improvement programs designed by teachers and administrators as well as efforts to implement School Reform legislation.

Educational Administration & Foundations

1. Continue to house the **Center for the Study of Education Finance** as the national source of current information regarding support for education.

2. Continue to publish the newsletter **Grapevine**, for twenty-five years the universally accepted source of up-to-date information on financing education.

3. Continue to publish the quarterly **Planning & Changing** a refereed journal for school administrators.

4. Continue to publish **The Illinois School Law Quarterly** as a service to the education community.

5. Develop and implement a professional development program to be delivered in **Thailand** under the auspices of the Office of the Private Education Commission, Ministry of Education.

6. Continue to provide editorial support for the **Proceedings of the Philosophy of Education Society**.

Specialized Educational Development

1. Continue the **Regency Doctoral program in Chicago** as a direct support to minority educators employed by the Chicago Public Schools.

2. Continue as the home of the **Illinois State Special Education Leadership Development** program sponsored by the Illinois State Board of Education to serve as a model inservice training program for State-Approved Directors of Special Education.

3. Secure **accreditation for the Counselor Education** program through the Council for the Accreditation of Counseling and Related Educational Programs.

4. Continue to support the **Student Council for Exceptional Children** as a vehicle to nurture professionalism.

5. Prepare a position paper on the **Regular Education Initiative** in Illinois.

Laboratory Schools

1. Clarify the **professional research and development** mission of the Laboratory Schools.

Clinical Experiences & Certification Processes

1. Continue to develop the **Professional Practitioner Adjunct Cadre** of educators who supervise clinical experiences.

Operational Theme #2
Metcalf Elementary School and University High School
Laboratories for Improved Practice

The College

1. Support the **School of the Year 2007** project by encouraging intradepartmental participation in the specification of program outcomes, organization, staffing, and curriculum.

2. Clarify **Policies for the use of Laboratory Schools by non Laboratory School Personnel** to support instruction and research.

Curriculum & Instruction

1. Designate at least one position as a **joint appointment** with the Laboratory schools during the next three years.
2. Continue the collaborative project focused on the **Information Processing** model for students in secondary education.

Educational Administration & Foundations

1. Establish a systematic **internship program** with the Laboratory Schools.

Specialized Educational Development

1. Designate at least two positions as **joint appointments** with the Laboratory Schools within the next two years.
2. Implement a plan to establish a **demonstration site for Counselor Education at U-High**.

Laboratory Schools

1. Create a design for the **School of the Year 2007**.
2. Designate at least one position as a **joint appointment** with either C&I or SED in each of the next three years.
3. Create a **Dissemination Program** to communicate results of Laboratory Schools research and development efforts to the field.

Clinical Experiences & Certification Processes

1. Provide leadership in the development of a plan to more **effectively utilize the Laboratory Schools** in the personnel training programs of the University.

Operational Theme #3
Expanding the College of Education Resource Base

The College

1. Develop a comprehensive **College Advancement Plan**.
2. Identify external funding priorities.
3. Plan for the development of a College of Education Alumni Association within the ISU Alumni Association.

Curriculum & Instruction

1. Expand external support for staff development in **science and geographic education**.
2. Secure external support for **Gifted Education** through ISBE and Educational Service Centers.

Educational Administration & Foundations

1. Execute a contract with the **Office of the Private Education Commission of the Ministry of Education, Thailand**, to support delivery of doctoral programming in Thailand.
2. Expand and maintain a **data-base** related to students admitted to graduate programs and alumni of those programs.
3. Strengthen **Community College** relations through an expanded program of service.

Specialized Educational Development

1. Continue the implementation of the **development program** begun in 1988.
2. Secure funding for the **Computer Related Technology Assessment Project**.

Laboratory Schools

1. Energize the **U-High Alumni Association** through a planned expansion of active membership and a program of member services.

Clinical Experiences & Certification Processes

Operational Theme #4
Quality in Applied Research & Scholarship

The College

1. Appoint a **Chief Research Officer** responsible for the stimulation and support of funded research activity within the College and assign responsibility for the encouragement of productive scholarship to the Associate Dean of the College.
2. Establish a **College Research Committee** with charge and support.
3. Create a **Central Illinois Research and Development Collaborative**.

Curriculum & Instruction

1. Continue as a partner in the **Case Study in Teacher Education** research project operating out of the National Center for Research on Teacher Education.
2. Implement a **research agenda** developed by the department research committee to stimulate and focus faculty and student research.

Educational Administration & Foundations

1. Conduct research focused on **school district business administrators** in Illinois, Indiana, Iowa, Minnesota, and Wisconsin and their approach to planning, deploying, and forecasting resources.
2. Continue Center for the Study of Educational Finance research on school finance supported by the **MacArthur-Spencer Foundation**.
3. Complete the study of the perceived need for staff development among **Beginning Teachers in Illinois**.

Specialized Educational Development

1. Conduct research to determine **school administrators' perceptions of the Regular Education Initiative**.
2. Continue field research on **Problem Behaviors of Mentally Retarded Persons**, the impact of **School-based Substance Abuse Programs**, and the relationship between **Student Learning and Self-esteem**.

Laboratory Schools

1. Complete research on a **Process-Based Writing Curriculum** for 9th and 10th grade students developed in collaboration with the department of English and supported by the National Endowment for the Humanities.
2. Establish a **Research Coordinating Committee**.
3. Develop a plan for the **systematic dissemination** of research findings.

Clinical Experiences & Certification Processes

1. Review **data-bases** available to determine potential to support research within the College.

Operational Theme #5
Technology to Improve Teaching & Learning

The College

1. Secure external support for the acquisition of equipment to **Extend the Computing Capacity** of the College Computer laboratories to serve as demonstration sites for emergent technology.
2. Design and install **Electronic Classrooms** in each of the Laboratory Schools and in DeGarmo Hall.
3. Collaborate with **rural schools** within McLean County to determine the manner in which technology can enhance the curriculum of each school district.

Curriculum & Instruction

1. Continue the development of **Interactive Video** linking various forms of technology through a microcomputer to create new applications for instructional settings.

Educational Administration & Foundations

1. Expand the capacity of the **EAF computer laboratory** through the addition of five microcomputing stations.

Specialized Educational Development

1. Continue the development of **Voice Articulated Computer Assisted Drawing** to enable students with disabilities to develop skills in technical drawing and word processing.

Laboratory Schools

1. Serve as the state headquarters for the **Principles of Technology**, a course in applied physics which integrates scientific and mathematics principles in the exploration of systems.

Clinical Experiences & Certification Processes

1. Develop a plan for the use of **microcomputer linkages** between student teaching sites and the ISU campus to facilitate communication and instruction.

Operational Theme #6
Collaborating for School Improvement

The College

1. Provide leadership to the publicly assisted state colleges of education in the development of a collaborative proposal to prepare **Elementary School Science Enablers** for elementary schools in Illinois.
2. Secure support for a **Partnership for Growth: Preparing Teachers for Success in Their New Roles** a proposal developed in collaboration with nine Chicagoland school districts.

3. Initiate planning to establish formal relationships with Peoria Public School District #150 to establish a **Professional Development School**.

4. Encourage collaboratively developed site-based staff development and school improvement programs through the allocation of College resources.

5. Provide leadership in the design and implementation of a Field Study of the Impact of **The School Leadership and Effective Schooling Project located at Educational Service Center #10**.

Curriculum & Instruction

1. Implement an early recruitment plan developed in collaboration with the Peoria Public Schools to **nurture minority student interest in careers in Education**.

2. Expand the functions of the **Student Teaching Centers** located in Arlington Heights, McLean County, and Peoria to serve as focal points for the design and delivery of site-based staff development and school improvement plans.

3. Integrate the **Urban Experience** program into the University Urban Initiative.

4. Continue to develop **site-based staff development and school improvement** plans with local school districts such as the Olympia schools and Bloomington District #87.

5. Continue programs sponsored by the **National Geographic Society** and coordinated through the Illinois Geographic Society Alliance.

Educational Administration & Foundations

1. Integrate **practicing administrators** in supervision of internships, dissertation research, and instructional activities.

2. Provide direct **school studies** service to school districts throughout Illinois.

Specialized Educational Administration

1. Expand activities associated with the **Chicago Doctoral** program to provide additional support for professional personnel participating in the reform of the Chicago Public Schools.

2. Develop an early recruitment program in collaboration with **Chicago Public Schools** to nurture minority student interest in teacher education.

3. Continue contracts with various state agencies to design **vocational projects for the handicapped** such as Transitions for Disadvantaged which assists students making the transition from schooling to the world of work, and Vocational Network for Criminals which assists those released from incarceration to develop employment skills and secure meaningful work.

4. Continue to serve as the evaluator for the **State Literacy Program**.

Laboratory Schools

1. Expand the number of **joint appointments** involving the Laboratory Schools and ISU academic departments.

2. Provide leadership and support to the **Coaches And Pupil/Parents Teaming Against Inappropriate Negative Situations (CAPTAINS)**, a program whose purpose is to develop peer leadership among high school students, build their self-esteem, and create a positive school climate.

Clinical Experiences & Certification Processes

1. Develop plans to support site-based staff development and school improvement programs by **clustering student teacher placements**.

Operations Plans

During the '89-'90 academic year each of the administrative units within the College of Education will develop a three-year plan of operation which responds to the College Strategic Theme and Operational Themes. Unit plans will specify objectives for the year, persons responsible for those objectives, activities necessary, resources requested and assigned, time lines for project completion, and criteria to assess efforts. Those plans which will be renewed annually in consultation with the Dean and will become an integral part of the College Operations Plan.